A Study of Work Life Balance of Secondary School Teachers of Haryana in Relation to Psychological Capital, Mental Health and Life Satisfaction

ए स्टडी ऑफ़ वर्क-लाइफ बैलेंस ऑफ़ सेकेंडरी स्कूल टीचर्स ऑफ़ हरियाणा इन रिलेशन टू साइकोलॉजिकल कैपिटल, मेन्टल हेल्थ एंड लाइफ सेटिस्फैक्शन

A Synopsis

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For

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1.0 INTRODUCTION

From ancient time teaching is being considered as one of the noblest and remarkable profession, with the emerging scenario, the role and value of teachers and their professional concern with the job have undergone a drastic change which adversely affects their professional, personal, social and mental aspects of life. To balance these phenomenal aspects of life concept, an all-embracing concept which has been discussed greatly and significantly by so many researchers and it has been always tried to explore this concept and to find out impact of work on life and vice versa. This phenomena is identified as work life balance.

1.1 WORK LIFE BALANCE

Work-life balance (WLB) involves how much control one feels over the number of hours put in to work in comparison to the number of hours one makes available beyond the boundaries of work. The balance between work and life activities and how it is achieved changes from one individual to another as it depends on when you feel satisfied both with your job and your personal life.

According to Clark (2000), work-life balance (WLB) is the satisfaction and good functioning of an employee at work and at home with minimum of role conflict. Work-life balance is a satisfactory level of 'fit' between the multiple roles in a person's life.

work-life balance is the individual perception that work and non-work activities are compatible and promote growth in accordance with an individual's current life priorities" (Kalliath and Brough, 2008).

Blyton *et.al* (2006), summarized "work-life balance as when the individuals have 'successfully' segmented or integrated 'life' and work so as to achieve a satisfying quality of life, overall satisfaction and less strain or stress around juggling conflicting role demands."

1.3 PSYCHOLOGICAL CAPITAL

We're sure you've heard the term "Human Capital". It refers to the people resources within an organization – meaning the skills, knowledge, and abilities of the employees. In today's ever-changing world, effective management of human resources is a necessity, it has been shown to be important for employee performance and well-being. Psychological capital refers to a set of resources a person can use to help improve their performance on the job and their success. It includes four different resources self-efficacy, optimism, hope, and resilience. At the end of the 1990's, positive psychology was introduced with the help of research conducted by prof. M. Seligman and his colleagues in the field of organizational behavior. The term "Positive Psychology" led to the "Positive Organizational Behavior" approach, which sought to measure, develop, and manage people's strengths and psychological core meanings rather than focusing on their weaknesses. Psychological capital or positive psychology can be defined as examining the processes by which positive attitudes, feedback, criticism contribute to the functioning and development an individual, group or corporation.

Positive psychology insisted on focusing on positive aspects of human life rather than the negatives and emphasized on valued subjective experiences which include being satisfied and content in the past, having hope and optimism for the future and happiness in the present.

Psychological capital can be defined as "an individual's positive psychological state of development and is characterized by –having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; making a positive attribution (optimism) about succeeding now and in the future; persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success" (Luthans et.al,2007).

Self-efficacy in the workplace can be stated as "the employees' conviction or confidence about his or her abilities to mobilize the motivation, course of action

needed to successfully execute a specific task within a given context". Research has found self-efficacy to have a strong positive relationship with work related performance (Stajkovic & Luthans, 1998a; Salanova, Llorens, & Schaufeli, 2011).

Optimism as a dimension of psychological capital is associated with having an outlook which positively oriented. It includes positive emotions and motivation along with a realistic outlook to the situation at hand. Optimism has been found to relate to employees performance, satisfaction and happiness (Luthanset al., 2005, Youssef & Luthans, 2007).

Hope as a positive construct is a "positive motivational state that is based on an interactive derived sense of successful agency (goal directed energy) and pathways (planning to meet goals). Together they form the will and the way to accomplish a given task or goal." (Snyder, 2000). Hope has also been found to correlate positively to employee retention and job satisfaction, and organizational commitment and performance (Peterson & Luthans, 2003; Luthans and Youssef ,2004; Luthans, Avolio, Aalumbwa, & Li, 2005). In the workplace context, Luthans (2002) defined resilience as "The positive psychological capacity to rebound, to bounce back from adversity, uncertainty, conflict, failure or even positive change, progress and increased responsibility".

1.4 MENTAL HEALTH

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

The pressure of an increasingly demanding work culture is perhaps the biggest and most pressing challenge to the mental health of the teachers. The cumulative effect of increased working hours is having an important effect on the lifestyle of a huge number of people, which is likely to prove damaging to their mental well-being.

A key way to protect your mental health against the potential detrimental effects of work related stress is to ensure you have a healthy work-life balance.

World Health Organisation 2005, “Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community. In this positive sense, mental health is the foundation for individual well-being and the effective functioning of a community”

There is a multiplicity of factors which play a determining role in shaping the mental health such as personality structure, family kinship, caste, friend circle, neighbor hood, culture etc. Some of these are,

Individual factors: this includes a person’s biologic make up having a sense of harmony in one’s life, vitality, finding meaning in life, emotional resilience or hardiness, spirituality, having positive identity etc.

Interpersonal factors: this includes effective communication, helping others, intimacy and maintaining a balance of separateness and connection (sense of belongingness),family and social support.

Social-cultural factors: this includes having a sense of communication, access to adequate resources, intolerance of violence, social organization, time orientation, environmental control.

Self-esteem: this play a significant role in determining mental health. People with high self esteem experience less stress and strain and shoulder their responsibilities very well.

1.4 LIFE SATISFACTION

Teacher’s personality, behavior and his sense of satisfaction in life can have paramount effect on their student’s behavior and personality. Thus the whole crux of education lies in the hand of a teacher. Teacher is the source of motivation and enthusiasm for his students. Hence, it is quite possible that a dissatisfied teacher in his life may carry over his dissatisfaction to his occupation and vice- versa. A teacher’s satisfaction level influence his behavior,

teacher efficacy and his organizational climate, because satisfaction with life is one of the fundamental goals that people try to achieve.

Therefore, Life Satisfaction is the central aspect of human welfare. It is ultimate goal and every human being strives to achieve this goal throughout the life. Life satisfaction is a multidimensional concept related to psychological and environmental life conditions. The term life satisfaction can be split into two words life and satisfaction.

Life satisfaction is an attainment of a desired end and fulfillment of essential conditions (Wolman, 1973). Satisfaction in life does not lie in the length of days, but in the use we make of them. A man may live long yet may get little from life. Thus satisfaction in life does not depend on number of years, but on will (Bartlett, 1986).

According to Hamilton (1995) in the dictionary of developmental psychology, "Life satisfaction is the degree of contentment with one's own life style."

" Life Satisfaction generally implies the pleasure that a person gets from his/her life." (Telman and Unsal, 2004).

It is a state of feeling pleasure in an organism, which is ultimate goal that human beings are thriving to achieve in their entire lives. Without life satisfaction, there is a disharmony in the inner & outer self. It gives rise to feeling of emptiness, uneasiness and meaninglessness in life. This paradoxical situation leads to crisis of character, values and working efficiency. Life satisfaction includes the capacity for enjoyment. The more we can enjoy what we have, the happier we are. A person having high life satisfaction is expected to have happy/higher adjustment with life and vice-versa.

1.5 REVIEW OF LITERATURE

S.Mari (2015), found in a study that, faculty undergo severe stress as they try to balance their domestic life and professional life. Continued work under pressure would result in poor performance in the institution as well as domestic life, majority of the faculty feeling stress due to dependents, role clarity, co-worker support, family culture, working hours, flexibility, head support. If the

educational institutions management think over the issue of providing employee friendly policies to faculties in order to balance their professional and personal life, definitely it can achieve competitive advantage in terms of student quality of education and faculties may turn into good organization citizens.

Lalhmingliana Renthlei (2013), found in a study that an optimum level of work life balance can enable and encourage the teachers to produce quality results. Therefore, ideas can be given while framing the training and development policies that due importance should be given to the above mentioned issues.

A study on work life balance among the teaching professionals of arts and colleges in Tuticorin district by C**. Muthulakshmi (2018)** suggested that the incorporation of work-life balance strategies into annual planning of educational institutions can, in fact, have positive impact on employee‘s well-being.

M. Thangpapa(2018) found in a study that the work life balance is an issue that is important for both to the organizations and to employees. Even though there are many benefits of work life balance, there are few challenges that both employees and employers face. Work-Life conflict which refers to an unbalanced time spent working and time spent for personal activities with family and friend. On the other hand an organization or an employer has to deal with an issue of absence of employees.

Yadav, Sonia (2015) found in a study that

- Life satisfaction of a teacher has a tremendous impact on teacher efficacy. Therefore, maximum efforts should be put into providing good environment at working place, so that teachers can teach effectively.
- Personal life of a teacher affects his professional life. It is the responsibility of a teacher to have a balance between his personal and professional life to lead a fully satisfied life so to make the school climate better and school education more effective.

Kaur, Kanwaljeet (2018) Psychological Capital of a teacher has a tremendous impact on teaching competency. Therefore, maximum efforts should be made to provide healthy environment at working place, so that teachers can teach effectively and Level of Psychological Capital should be improved by providing good organizational climate to them in which there is possibility of development of their specialization, freedom to take academic decisions, good communication flow and support system etc

Khan, Ziaul Hasan (2008) found in a study that teacher with good mental health are less stressed than poor mental health teachers. There is significant difference in stress level of male and female and there is also a significant difference in stress level of urban and rural teachers

A Study on Police Officers Dr. Chandrani Sen (2015) found in a study that psychological capital and work-life balance was found to be significantly related. High rating on psychological capital supported a better work-life balance. The construct of efficacy was found to be significantly related to work-life balance. Efficacy promoted the feeling of confidence in oneself by achieving the goals they have set and high efficacy assisted in feeling of control and hence the sample felt more at ease in balancing their work life and life beyond work.

Jae Won Yang, Chunhui Suh, Chae Kwan Lee, and Byung Chul Son (2018) conducted a study of the work–life balance and psychosocial well-being on South Korean workers and found that poor work–life balance was associated with poor psychosocial well-being (Mental Health) even after adjusting for some important confounding factors. It is necessary to implement measures assisting workers to balance their work with their private lives.

JARROD M. HAAR MARCELLO RUSSO ALBERT SUNE(2020) Found in a study that work life balance plays crucial role in promoting greater job and life satisfaction and better mental health across employees in different cultures.

Aziz Mensah(2020) found in a study that there is a association between work-life conflict and poor self-reported health among men and women across welfare states regimes in Europe

1.6 JUSTIFICATION

Teachers enter the profession because they hope to change lives, but they often find that there are obstacles in their path, and the expectations of teacher's face can seem impossible to live, as the role of teacher has changed due to the changing conditions and social demands. With this, there is tremendous pressure on teachers to develop a career for robust future of pupils, besides sustaining active involvement in personal life. Unbalanced work life of teacher leads them to suffer from various health problems, efficiency problems, stress, burnouts, less sociable, less life satisfaction etc. The concept of work life balance is a core issue that must be investigated, as the number of teachers on the rise and the problems they face are also on pace with it.

The growing diversity of family structures represented in the workforce, including dual-earner couples, single parents, blended families, teaching staff members with elder care responsibilities and the increasing number or people choosing to live alone, has heightened the relevance of balancing work and life roles for a substantial segment of employed men and women. These societal developments have greatly increased the complexities of the interface between work and life roles especially in case of educational institutions.

This investigation is an effort to trace the relation between Work life Balance and factors like psychological capital of teacher, his/her level of Life Satisfaction and Mental Health, so that teacher manage better as individuals.

Finding the sweet spot between achievement and Work-Life Balance (WLB) can help teachers to build a long, happy, and healthy career.

1.7 STATEMENT OF THE PROBLEM

A Study Of Work Life Balance Of Secondary School Teachers Of Haryana In Relation To Psychological Capital, Mental Health And Life Satisfaction

1.8 VARIABLES OF THE STUDY

Work life balance
Psychological Capital
Mental Health
Life Satisfaction

1.9 OPERATIONAL DEFINATION

Work Life Balance: Work–life balance is the equilibrium between personal life and career work , on the frame of managing self, time, stress, change, technology and leisure by the teacher.

Psychological Capital: A teacher's positive psychological state of development which is characterized by hope, optimism , efficacy, resilience.

Mental Health: Mental Health is an index which shows the extent to which a teacher has been able to meet his environmental elements- i.e. social, emotional or physical environment.

Life Satisfaction: Life-Satisfaction is the state of functional activity to organized matter related to Health, Personal, Economic, Marital, Social and job factors related to a teacher.

1.10 OBJECTIVES

1. To compare the secondary school teachers of Haryana on the measure of work-life balance in reference to gender, location and school management.

2. To compare the secondary school teachers of Haryana on the measure of psychological capital in reference to gender, location and school management.
3. To compare the secondary school teachers of Haryana on the measure of mental health in reference to gender, location and school management.
4. To compare the secondary school teachers of Haryana on the measure of life satisfaction in reference to gender, location and school management.
5. To examine the relationship between measures of work life balance and psychological capital of secondary school teachers of Haryana.
6. To examine the relationship between measures of work life Balance and mental health of secondary school teachers of Haryana.
7. To examine the relationship between measures of work life balance and life satisfaction of secondary school teachers of Haryana.
8. To find out the predictors of work Life balance.

1.11 HYPOTHESES

1. There will be no significant difference among secondary school teachers of Haryana on the measure of work-life balance in reference to gender, location and school management.
2. There will be no significant difference among secondary school teachers of Haryana on the measure of psychological capital in reference to gender, location and school management.
3. There will be no significant difference among secondary school teachers of Haryana on the measure of mental health in reference to gender, location and school management.
4. There will be no significant difference among secondary school teachers of Haryana on the measure of life satisfaction in reference to gender, location and school management.
5. There will be no significant relation on the measures of work life balance and psychological capital of secondary school teacher of Haryana.

6. There will be no significant relation on the measures of work life balance and mental health of secondary school teacher of Haryana.
7. There will be no significant relation on the measures of work life balance and life satisfaction of secondary school teacher of Haryana.

1.12 RESEARCH METHOD

After the selection, definition and delimitation of the problem, the next step is how to collect relevant data, sufficient in quantity and quality. By methodology we mean systematic approach towards a particular problem. According to Best, descriptive survey method helps in describing, studying and interpreting, what exists today and is concerned with conditions, relationships that exist, practices that prevail, beliefs, point of views and attitude that are developing".

The investigator will select descriptive survey method of research which is most appropriate for the study under investigation.

1.13 POPULATION

Population play a key role in research as without identifying the population associated with problem, it is almost impossible to provide a foundation to research activity. In this study the population is "**All the secondary school teachers of Haryana".**

1.14 SAMPLE OF THE STUDY

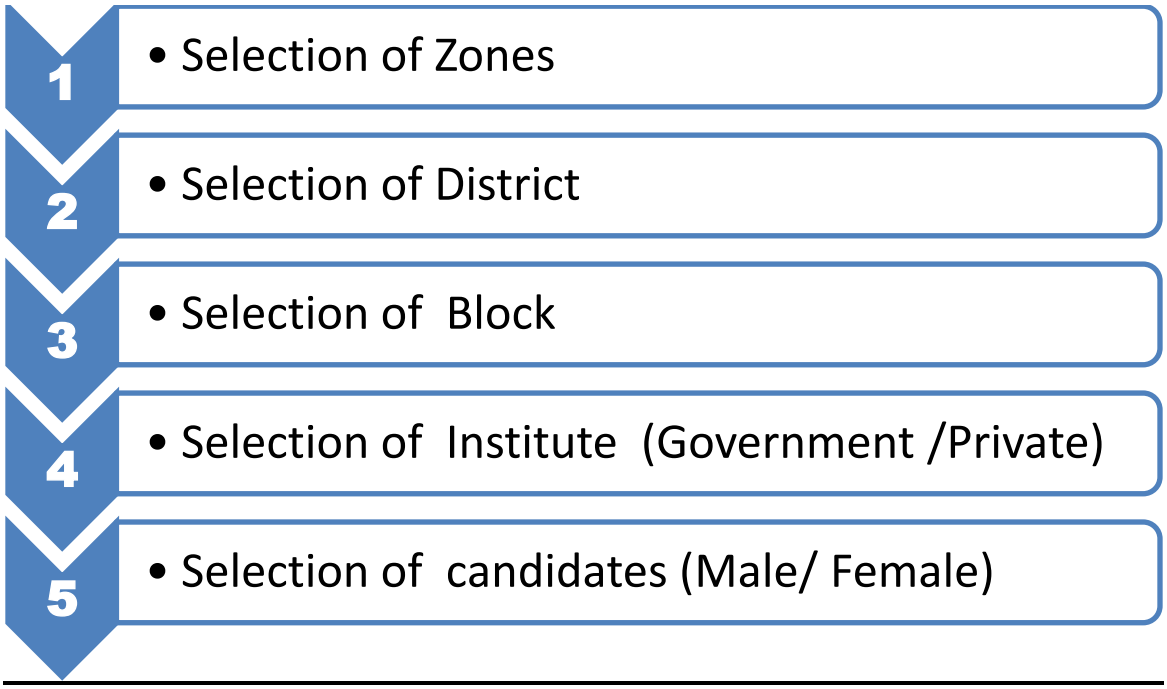
The educational phenomenon mostly consists of a large number of units. Sampling is the process by which relatively small number of individuals, objects or events is selected and analyzed in order to find out something about the entire population from which it will be selected.

Sample Size: In order to achieve this objective a sample of **640 secondary school teacher** will be selected from schools of Haryana.

Sampling Technique : A sampling technique is the specific process by which the entities of the sample have been selected. Investigator will collect the data by **multistage random sampling.**

- **Stage One:** Four zone will be selected randomly from different administrative zones of Haryana.
- **Stage Two:** One district will be selected randomly from each zone.
- **Stage Three:** Two block will be selected randomly from each district.
- **Stage Four:** Four government and four private secondary schools will be selected randomly from each block.
- **Stage Five:** 10 teachers from each school (5 male and 5 female) will selected randomly for the sample of present study.

Sample Design



1.15 RESEARCH TOOLS TO BE USED

- Work Life Balance Scale (To be develop by scholar)
- Psychological Capital Questionnaire (PCQ) (2007): Fred Luthans.
- Life Satisfaction Scale (2001): Dr. Q.G. Alam and Dr. Ramji Srivastava.
- Mental Health Check List (1992) : Pramod Kumar.

1.16 STATISTICAL TECHNIQUES TO BE USED

Analysis of data for the investigation will make in conformity with the objectives and hypotheses and formulation by the investigation. The data has no meaning unless it is analyzed and interpreted by some sophisticated statistical techniques so as to arrive at some conclusions. However, valid, reliable and adequate data may not be used to serve any worthwhile purpose unless these are carefully edited, systematically classified and tabulated, scientifically analyzed, intellectually interpreted and rationally concluded. For analyzing and interpretation of data following statistical technique will be used.

1. Mean
2. SD.
3. t value
4. Correlation,
5. Regression

1.18 DELIMITATIONS OF THE STUDY

1. The study will be delimited to Haryana state only.
2. The study will be delimited to the secondary school teachers only.
3. Only variables work life balance, psychological capital, mental health, life satisfaction will be used.
4. The study will be delimited to teachers of secondary school affiliated to “Board of School Education Haryana” only.

USEFULNESS OF THE STUDY

Teacher wellbeing has a significant impact on schools, teachers and students. Many of the negative effects of low wellbeing are well publicised, with stress or burnout being linked to attrition and the resulting teacher shortages worldwide. This has led to calls for teacher wellbeing to be taken seriously for the long-term sustainability of the profession. It is not only teacher attrition that is a concern–low teacher wellbeing can negatively affect students. Stressed or burnt-out teachers have poorer relationships with students and the quality of their teaching decreases. Various factors like lack of work life balance quality of teacher, psychological capita of teacher, level of life satisfaction among teachers and mental wellness widely affect the teacher wellbeing and his/her level of professionalism.

This study is an effort to trace the impact of factors like work life balance, psychological capital, life satisfaction and mental health on teacher's professional, and help school administration and policy makers to concern about these area for wellbeing of teacher. because when schools, policy makers and educational administrators priorities teacher wellbeing by concerning factors like work life balance, psychological capital, life satisfaction and mental health and help to ensure teachers in developing and flourishing, this can promote better classroom climates and enable high quality teaching that leads to success for students.

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